

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Learners

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
Knowledge of Characteristics of Age Group	Educator displays little or no knowledge of the developmental characteristics of the age group.	Educator displays partial knowledge of the developmental characteristics of the age group.	Educator displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, Educator displays knowledge of the extent to which individual learners follow the general patterns.
Knowledge of the Learning Process/Students Varied Approaches to Learning	Special Educator demonstrates a lack of familiarity with different approaches to learning, such as learning styles and modalities and does not seek such information.	Special Educator demonstrates a general understanding of how students learn, but this knowledge is limited or outdated. Approaches to learning is not evident in lesson plans or instructional delivery.	Special Educator demonstrates knowledge of how students learn that is accurate and current. Educator applies this knowledge to the class as a whole and/or to groups of students.	Special Educator demonstrates extensive and subtle knowledge of students' varied approaches to learning, and uses that knowledge as an integral part of their instructional planning repertoire.
Knowledge of Students' Interests, Cultural Heritage, and Special Needs	Educator displays little or no knowledge of learners' interests or cultural heritage and does not indicate an understanding that such knowledge is valuable in instructional planning. Knowledge of students' skills is evident in present level of performance on IFSP/IEP.	Special Educator displays knowledge of individual learners' skills and interests, language proficiency, and cultural heritage for some of the students on their caseload. Skill information may be evident in present level of performance on IFSP/IEP.	Special Educator displays knowledge of individual learners' skills and interests, language proficiency, and cultural heritage. Knowledge of students' skills is generally evident in present level of performance on IFSP/IEP.	Special Educator displays extensive knowledge of each individual learner's skills and interests, language proficiency, and cultural heritage and displays this knowledge in instructional planning. Knowledge of students' skills is evident in present level of performance on IFSP/IEP.

Indicators / Evidence / Artifacts:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned and used by teacher in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share heritage
- Teacher-created database of students with special needs available for teacher use